



# **Redesign Plan**

**Dickinson School**

**Grand Rapids Public Schools**

Ms. Stephanie Davis, Administrator  
448 DICKINSON ST SE  
GRAND RAPIDS, MI 49507-2671

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Priority School Assurances**

Introduction.....	8
Priority School Assurances.....	9

## **Operational Flexibility Assurance**

Introduction.....	11
Assurance of Operational Flexibility.....	12

## **Transformation Redesign Diagnostic**

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	30
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	41
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	47

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

In the fall of 2013 Dickinson Elementary transformed from a Pre-K-5 elementary to a Pre-K-8 Academy. Three hundred twenty-six students are currently enrolled, grades Pre-K-8th.

Dickinson Academy hosts Kent School Services Network which makes connections between schools, teachers and families for the purpose of increasing academic outcomes for students. Additionally, the KSSN staff work to foster our students, parents and community with social, emotional and mental interventions and support.

The school serves the near southeast side of Grand Rapids, Michigan. The Hispanic/Latino community continues to grow and comprises 30% of the student population. There have been four administrative changes and numerous staff changes over the last four years. At the end of the 2012-13 school year, most staff chose to find positions elsewhere in the District. For the 2013-14 school year, Mrs. Davis-Johnson was able to interview and select her new team.

Despite the many changes over the past five years, there is a strong community loyalty to the school.

Eighty-eight percent of students receive free or reduced lunch.

Unique to Dickinson is Seeds of Promise, a faith-based community organization that provides evening activities to Dickinson families in order to build up the community from within.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Purpose: To educate all students so that upon graduation they will be able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.
- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.
- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Vision: Dickinson Academy and Grand Rapids Public Schools will be a place where all students become educated, self-directed, and productive members of society.

### **Mission Statement**

Our vision is to become a world-class performing district with a diverse portfolio of the highest quality schools, with the top educational talent, to meet the differing academic, social, emotional, and physical needs of every student with unrelenting focus on high achievement, high expectations, and preparation for the 21st Century economy.

### **Belief Statement**

The Dickinson Academy staff believes working together with parents and the community will provide a safe, secure, and orderly environment for learning. Our emphasis is academic achievement while fostering positive growth in behaviors and attitudes. Our commitment is to empower students to become lifelong learners and productive citizens in a diverse society.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Beginning this year, Dickinson Academy has become a K-8 cultural center. To support the neighborhood's evolving population, a cultural center was needed. School boundaries have been widened. Our new focuses are preparing students for college and future careers and demonstrating positive behavior. Dickinson Academy has 13 new instructional staff members, including a new principal who are committed to increasing student achievement and improving community relationships.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Dickinson Academy become a cultural center with grades Pre-K-8. We will continue to participate in District sports programs that include soccer, cross-country, basketball, track and field, as well as Girls on the Run.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

## Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Educator Evalation Tool attached	GRPSEducatorEvaluationDocumentsCombined

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	40% of the Exempt Evaluation will be based on student achievement data for the 2013-14 school year. Evaluation document is attached.	GRPS AdministratorEvaluationCombined

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Grand Rapids Public School and Grand Rapids Education Association Priority School Agreement attached.	GRPS and GREA Agreement 6.30.14

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Grand Rapids Public Schools and Grand Rapids Education Association agree to hold negotiated addendum meeting(s). Meetings and outcomes will be submitted to MDE by August 1, 2014.	GREA and GRPS 1.30.14 Agreement

## Redesign Plan

Dickinson School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Dickinson Signature 1.30.14



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Stephanie Davis-Johnson Head administrator - daviss@grps.org

Pamela Seales 8th grade ILT - sealesp@grps.org

Jennifer Jones 5th grade ILT - jonesj@grps.org

Sarah Trull 6th grade ILT - trulls@grps.org

Amy Larsen 1st/2nd grade ILT - larsena@grps.org

Robert Evans Interim Principal - evansr@grps.org

Cynthia Peck School Reform Facilitator - peckc@grps.org

Jan Baar Title 1 Support - tjbaar@comcast.net

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

After a review of the data, Dickinson's Instructional Leadership Team has determined the following Big Ideas will address the lack of student growth our school has shown over the past several years.

### **Positive Behavior Intervention Support (PBIS)**

The purpose of school wide implementation of PBIS (Positive Behavior Intervention Support) at Dickinson Academy is to establish a climate and culture in which appropriate behaviors are the norm and teaching and learning can take place. PBIS implementation sustains a positive school community where everyone feels respected, understands their responsibilities, and experiences success in all school environments. The lack of consistent implementation of behavioral expectations over the past five years has had a direct impact on the lack of academic and social achievement. Based on multiple data sources, outlined in #6, it is evident that school wide implementation of PBIS is necessary.

### **Flexible Grouping**

Dickinson Academy will improve teaching and learning by streamlining the implementation of flexible grouping and providing differentiation for all K-8 students.

Flexible grouping at Dickinson will consist of a combination of whole group and small group instruction, and independent work. Multiple data sources will determine flexible groups that support growth in deficit areas.

Teachers collaborate to create a schedule for flexible grouping that supports differentiated needs. Teachers will use formative and summative district and teacher-created assessments, MAP, and DIBELS to drive instruction and modify groups as needed.

Dickinson teachers will document and show evidence of student growth through the use "data binders". A data binder is an efficient way to keep track of students learning targets during the course of your instruction, guides re-teaching, and interventions. These binders contain pre/post, formative and summative assessment data throughout the school year. The data binder serves as an organizational tool used to monitor student progress. The information from the data binder is used during Data Dialogue and PLCs for teachers to monitor and focus their instruction to address deficit areas.

### **Sheltered Instruction Observation Protocol (SIOP)**

Dickinson Academy has recently implemented the Sheltered Instruction Observation Protocol (SIOP) to support the growing ELL population and diversity of the neighborhood. Teachers will be incorporating the eight SIOP components in their daily teaching practices: preparation, building background, comprehensible input, student strategies for success, interactions, lesson delivery, practice and application, and review and assessment. The five already SIOP trained teachers are providing strategies to non-SIOP trained teachers to kick off school wide implementation. The district ELL coach is providing coaching cycles to teachers on SIOP strategies.

**State what data were used to identify these ideas**

MEAP: After careful examination of the grades 3-5 Reading MEAP data indicates 72% of students are performing at the "partially proficient" or "not-proficient" categories. The grades 3-5 Math MEAP data indicates that 88% of students are performing at the "partially proficient" or "not-proficient" categories. This data shows that our primary focus should be start in Math. The 5th and 8th grade Science MEAP data indicates 100% of students are performing at the "partially proficient" or "not-proficient" categories. The 4th and 7th grade Writing MEAP data indicates 63% of students are performing at the "partially proficient" or "not-proficient" categories.

MAP: Comparing Dickinson to MAP national percentiles, K-5 students scored in the 34th percentile or below in Reading. In Math, K-5 students scored below the in the 30th percentile or below. The goal is to have students performing on grade level in the 50th or above percentile. In Math, Dickinson students compared to the district's percentage of students below mean RIT shows a gap of 11.11%. In Reading, Dickinson students compared to the district's percentage of students below mean RIT shows a gap of 8.91%.

DIBELS Next: After looking at spring 2013 and fall 2013 DIBELS Next data, it is evident that K-2 students are in need of intensive or strategic support in the application of beginning reading skills. The DIBELS Next data also supports our students' MAP Reading performance. Implementing Sheltered Instruction Observation Protocol (SIOP) and flexible grouping will target students needing intensive and strategic reading support.

Our multiple data sources indicate that Math and Reading should be our focus.

School-Wide Information Systems (SWIS): As of January 2014, 53 students have been suspended for 89 various events/incidences. Of the 53 students, some have had multiple suspensions. 18% of 294 students at Dickinson have had at least one suspension. Based on a MAP data analysis, there was evidence of little or no student growth, but there has been a steady decline. Analyses of school/neighborhood observations lead to the determination of a high need for consistent behavioral programming for children and adults. As a means to address the academic and behavioral concerns, Dickinson has chosen to implement PBIS for behavior, and flexible grouping and SIOP to address academic needs.

This supports PBIS as one of our Big Ideas.

Attendance: Since the 2011-2012 school year, Dickinson has seen an increase of students with severe chronic absences, which is 18 days or more absent in a school year. There has been 30% or more of our students in the chronic absence category for the past three years. This shows a need for increased family and community education around the correlation between attendance and educational success.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1 A. As a part of the Superintendent's Phase 1 Transformation Plan, which began in the school year of 2012-13 Dickinson Elementary was identified to become a K-8 program (from K-5). Mrs. Stephanie Davis was selected to be the new Dickinson Academy Principal for the 2013-14 school year. She was selected because of her experience and demonstrated skills as a principal of a School Improvement Grant Turnaround Model School, Gerald R. Ford Middle School (GR Ford MS).

### Early Wins and Big Payoffs

Mrs. Davis has demonstrated the competency to identify and focus on early wins and big payoffs through her active recruitment, interviewing and selection of staff who share her vision of collaborative leadership. This has paid off, as the instructional staff, though almost an entirely new staff to the school, has already demonstrated a commitment to making positive changes to the climate of the building through the implementation of a consistently applied Positive Behavioral Interventions and Supports program, including check in and check out for students identified as needing extra supports. Principal and staff have also selected research based initiatives that will help to increase achievement.

### Galvanized Staff Around Big Ideas

After examining the data at GR Ford Middle School, Mrs. Davis galvanized staff around creating and implementing an Accelerated Reading program with an extended school day for the purpose of increasing student's reading fluency and comprehension skills. Though the program the school staff designed was initially designed for an additional 45 minutes in the school day and the District was unable to support the program as designed, the school staff did implement an extended school day of 15 minutes. Also, through a reallocation of time during the school day, the staff also utilized 15 more minutes for a total of 30 minutes per day to motivate and provide additional reading time for students daily to increase academic achievement.

### Collects and Analyzes Data

While the leader at GR Ford Middle School (SIG School), Mrs. Davis in collaboration with the Math Instructional Team and Data Support Specialist created a process for developing teacher's capacity to monitor classroom achievement data for individual students. This "program or tool" was called a Data Binder. This tool required teachers to identify specific learning targets and corresponding skills. These were then shared with students through conferencing. The Excel formatted document was used to record and monitor student's growth towards each target/skill with adjustments made in instruction to meet students at their instructional level. This organized strategy led to teacher's increased focus on student learning targets, skills and the instructional learning cycle as demonstrated through quarterly Governance Board Meetings. Mrs. Davis and her leadership team have created plans for and begun implementing this same process at Dickinson in the content area of reading and moving forward will implement in math and across all content areas for the duration of the Reform and Redesign plan.

---

### Break Organizational Norms

## Redesign Plan

Dickinson School

---

The principal works to break organizational norms in order to meet the needs of Dickinson staff and students. This year the principal and staff quickly identified the need to address climate and culture issues and adopted PBIS as the strategy to do so. Additionally, she has brought to the school the consistent analysis of data and the implementation of best practice strategies. Monthly administrative meetings with the District School Reform Facilitator and Executive Director of Middle School and K-8 Division will assure that teaching and learning and instructional leadership remains focused on research supported strategies aligned to the District Curriculum.

### Acts Quickly in a Fast Cycle

The principal has shown evidence of acting in a fast cycle responding to data analysis. After the results of the initial Measure of Academic Progress Assessment in September, the principal organized the implementation of flexible grouping in reading in response to the data. After the KISD guided data dialogue and support provided by the School Reform Facilitator a sense of urgency was shared and acknowledged to further address additional areas of academic challenge in the school.

1B: GRPS will support the growth of leadership capacity at Dickinson through the support of both teachers and the building principal, Mrs. Davis.

Teachers will receive instructional capacity development through the District English Language Learner Coach assigned by the ELL Department to increase teacher's growth and use of the Sheltered Instructional Observational Protocol (SIOP), including the use of daily language objectives. Coaching Cycles will be on-going with each teacher over the school year with the focus on developing awareness and readiness for full implementation in the 2014-15 school year. Additionally, each SIOP trained teacher and the ELL Coach will provide a 15 minute quick SIOP strategy lesson to all instructional staff at each staff meeting to improve staff's knowledge base of SIOP. As each staff goes through a SIOP coaching cycle they will be expected to implement the SIOP model in his/her own classroom, continue to observe with the District ELL Coach, peer and principal support. Additionally, staff will continue to observe SIOP trainers/coaches during professional development, work collaboratively with colleagues who have taken SIOP and provide building level awareness of SIOP research and instructional model. It is the intention of this deep training to develop capacity within the staff this year, so they might mentor new staff next year.

Teachers will also receive on-going technical support from the English Language Arts Curriculum Specialist to increase the consistent implementation of the use of flexible grouping to address the wide range of academic skills, particularly in reading and across all grade levels.

To support the implementation and monitoring of the School Improvement Plan/Reform and Redesign Plan the District School Reform Facilitator will make regular visits to the school to observe building wide processes and teaching and learning. Notes and/or a verbal debrief will occur with each visit. At least once monthly the District representative (School Reform Facilitator) and principal will visit classrooms collaboratively. Each visit will end with a Notes of Visit (feedback), including Next Steps, to the principal and the Executive Director of Middle Schools/ K-8s. Additionally, the School Reform Facilitator will be the District liaison for Dickinson teachers and principal providing support for teaching and learning. This position will advocate and help reduce barriers to accessing information and resources as is necessary.

The School Reform Facilitator will coordinate with KISD staff and the MSU District Intervention Specialist. Also, the School Reform Facilitator participates in the quarterly Data Dialogue, Learning Walks and supports the development of quarterly reports to the Board of Education. This person is a member of the School Support Team who monitors the academic progress of students, instructional growth of teachers and growth towards the identified targets.

Additionally, Dickinson's principal and teachers receive the support of a Title 1 funded person to guide the process of Priority Plan

development and support to develop clear coherent process and procedures in support of the Priority Plan, Including the organized collection of data collection. This person, Mrs. Jan Baar, will make frequent visits to the school to monitor, guide and assure adherence to the Priority Plan, coordinating with District School Reform Facilitator.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

2A: An Evaluation Committee comprised of District administrators, including Executive Directors of Schools, professional development, Human Resources, and Assessment and Evaluation met weekly to collaboratively develop the Educator Evaluation process, rubric and handbook. The draft evaluation document was vetted by a team comprised of building principals and teachers whose feedback formed the basis of the final evaluation document in 2012-13. The final rubrics are broken into three performance measures: Student Growth (School-wide NWEA Conditional Growth Index, Classroom NWEA Conditional Growth Index, School-wide Explore, Plan, ACT composite, Student Learning Goal(s) Rubric Rating); Performance Practice (Danielson Classroom Observation Score, Tripod Composite Favorability Rating, Instructional Goals Rubric Rating), Professional Practice (Professional Development Credits Earned, Danielson Professional Responsibilities Score). During the 2012-13 school-year, extensive District wide professional learning was provided to District and building based Administrators and Classroom Teachers by Cambridge Educational Consultants to develop uniform use of one of the four MDE approved models, Charlotte Danielson's Framework for Teaching rubric. The Danielson Framework has been utilized collaboratively in the district for over 15 years. For the 2013-14 school-year the student growth portion of the Educator Evaluation is comprised of 25% and for the 2014-15 school year it grows to 40% (refer to attached Educator Evaluation Handbook).

2B: The District Evaluation Committee has chosen to implement one of two State required Administrator Evaluation instruments. GRPS will utilize the Michigan Association of School Administrator's School Advance Administrator Evaluation Instrument. The Administrator evaluation will be a growth model which measures both Professional Practice (Supervisor Rating, Teacher Evaluations, Feedback to Teachers and parents, improvement and monitoring of building attendance) and Student Growth (NWEA Conditional Growth Index, EXPLORE, PLAN, ACT) . For the 2013-14 school year, student growth will comprise 25% of the Administrator's Evaluation, and in 2014-15 40% of the Evaluation (refer to the attached Administrator Evaluation).

During the summer of 2013 a group of principals worked on developing a Grand Rapids Leadership rubric. An outside agency, Basis Policy Research, did a crosswalk of the GRPS Leadership Rubric with the School ADvance rubric, and the Reeves rubric. The District Evaluation committee took the crosswalk information and decided the School ADvance rubric fit the GRPS Leadership rubric the best. The School ADvance rubric was vetted with principals at an Evaluation Team meeting, and they endorsed the use of the School ADvance rubric. The Evaluation Committee felt the School ADvance rubric best fit with the leadership characteristics and skills needed to be a successful Grand



Rapids Public School administrator.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A: Instructional and building staff and students who have successfully increased and accelerated achievement towards College and Career Readiness goals (beyond expected growth) on MAP (Measures of Academic Progress) will receive building level recognition after MAP Assessments. Staff will be recognized at staff meetings after each MAP Assessment window is complete. This recognition will be based on teacher's Conditional Growth Index of .4 or greater as aligned with the highly effective rating in the Educators Evaluation criteria of the Grand Rapids Public Schools Evaluation Guidebook. Students who make College and Career Readiness goals on MAP will be recognized at regularly scheduled PBIS school level assemblies organized by building Leadership and the PBIS team.

Staff who are implementing the gold standard of strategy implementation as described in the implementation guides currently being developed will receive recognition through celebrations such as front parking passes, administrator covers class for one hour, gift bag of educational items given at a staff meeting, treats/ beverage of their choice or a duty free recess.

Teachers who receive an Educator Evaluation rating of Highly Effective will receive a \$100 stipend.

3B: (See Assurances- Educator Evaluation Guidebook for additional details) The Educator Evaluation process identifies teachers who are struggling to have a positive impact on increased student achievement. The evaluation system uses multiple measures to determine the effectiveness of instructional practice. Student growth accounts for 25% of an educator's final evaluation rating in the 2013-14 school year; this increased to 40% in 2014-15. Student feedback surveys, progress towards, and earned professional development credits make up the remainder of the final evaluation rating. Each educator is observed, rated and given feedback 2 to 5 times per year.

Educators who are identified as having ineffective or minimally effective practice are provided support through an Individual Development Plan (IDP). IDP goals are developed by the building administrator in collaboration with the effected educator to address specific areas of practice that need to be improved. The Individual Plan includes specific support such as professional development, coaching, mentoring, and/or instructional support to address the identified areas of need. Educators who have an IDP are observed, rated and given feedback 3 to 5 times during the year allowing for multiple opportunities for demonstrating growth. One of these observations is conducted by a second observer. (See Assurances: Educator Evaluation Guidebook for additional details).

Educators identified as needing additional support will have at least two goals in their IDP. These goals will be written by the evaluator in consultation with the educator. The goals will target specific areas of practice that need improvement. Three types of measures are used to

assess instructional practice: Classroom Observations, Student Feedback, and Instructional Goals (including formative and summative assessment data as appropriate to the goal).

Probationary teachers who are rated ineffective by the District Evaluation Tool will not be retained by GRPS (see Evaluation Tool in Requirement #2). Similarly, tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process teachers may utilize if their employment is recommended for termination.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

### **Goal 1:**

All students at Dickinson School will demonstrate social and learning behaviors and decrease disruptions that interfere with instruction.

### **Measurable Objective 1:**

collaborate to decrease the number of office referrals by 06/12/2014 as measured by SWIS data.

### **Strategy1:**

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS - The administrator and staff will implement Positive Behavioral Interventions and Supports in the school to improve the academic learning behaviors for all students. The staff will be trained to adopt and communicate common classroom and building expectations. The staff will review building and classroom expectations multiple times throughout the school year with students. The staff will analyze SWIS data to determine how best to support the academic learning behaviors for all students.

Research Cited: Dunlap, Kelly; Goodman, Steve, Ph.D.; McEvoy, Chris; and Paris, Frances, Ph.D. (2010). School-wide Positive Behavioral Interventions & Supports. Implementation Guide 2010. Michigan Department of Education.

"Positive Behavioral Interventions & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. It provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need."

## Redesign Plan

Dickinson School

Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will train all students in the behavioral expectations of the school. Those students who follow the expectations will may be considered for Student of the Month. Students who follow the expectations without office referrals will enjoy a monthly celebration with activities and snacks and prizes. At the end of the year all students will enjoy a final celebration of the year. Students with no conducts for the entire year will participate in another final celebration.	Behavioral Support Program			09/04/2013	06/12/2014	\$2000 - General Fund	Administrator, teachers, support staff

Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will create and post expectations throughout the building. Students will be taught the expectations throughout the building at the beginning of the year and after each extended break.	Direct Instruction			09/04/2013	06/12/2014	\$0 - No Funding Required	Building staff and administrator.

Activity - Check in Check out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students involved in this program will set a goal with their teacher and earn points during the day. They will also check in with a staff member in the morning. At Check In the staff member will give the first two points of the day. One is for checking in, and one is for returning their signed point sheet. As the student goes through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know how the day progressed. There is a place for the parent to sign and then the child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.	Behavioral Support Program			09/16/2013	06/12/2014	\$2000 - General Fund	Teachers and administrator

## Redesign Plan

Dickinson School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze SWIS data monthly to discover behavioral trends and determine if behavioral strategies are working. If strategies are determined to be ineffective, the PLC will decide on a more effective strategy, work to determine a shared understanding of the strategy and define teacher behaviors for implementation.	Other			09/06/2013	06/20/2014	\$0 - No Funding Required	Administration, teachers, support staff.

### Narrative:

In order to provide the staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program we will continue to implement school wide Professional Learning Communities and professional learning focused on the BIG IDEAS of Sheltered Instructional Observational Protocol (SIOP), Continuous Instructional Learning Cycle and Positive Behavioral Instructional Supports (PBIS).

Additionally, Dickinson is asking the District to allow them the operational flexibility to plan the 6 hours of professional development normally driven by the District. Also, to negotiate an additional 21-36 hours of professional development prior to the start of the school year, organized by the school to support the areas of need identified in the school's Priority Plan. Funding for this professional learning would be from the school's Title 1 set aside dollars.

Staff meetings take place on first and third Monday's of each month for 90 minutes. PLC meetings and Professional Development will take place for one hour on the second Monday of each month. Each third Monday will be 30 minutes staff meeting time and 60 minutes of PLC time. Additionally, each staff has available for independent or collaborative planning time, 180 minutes. Staff will be using this 180 minutes to collaboratively or independently review and plan using student performance data across grade level bands. During the 2013-14 school year, second Monday professional development sessions will focus on peer-lead SIOP instruction supported by the District ELL Coach to address the needs of this newly identified Cultural (Language) Center. The neighborhood around Dickinson is in transition and the numbers of English Language Learners attending Dickinson Academy is growing.

During Professional Learning Communities staff will plan and reflect using the Continuous Learning Cycle to identify grade level appropriate, high quality strategies for their classrooms. Staff will be expected to bring back reflections, student work and data on planned and implemented strategies to share with PLC members and to plan the next instructional steps or training needs.

The embedded professional development and PLC focus will be based on teachers' individual needs. Teachers' needs will be identified through student data, walkthroughs, Data Dialogues, Learning Walks and surveys. Additionally, our school is requesting from the District, Instructional Coaches focused on English Language Arts and Math. Instructional Coaches will support teachers thru content coaching, and support for the implementation of high achieving strategies during instructional time.

Also, staff will have the opportunity to receive individual and collective feedback through the analysis of data, collected as monitoring of the Priority Plan during walk throughs, peer coaching, Data Dialogue, Learning Walks, the teacher evaluation process and from data gleaned at the PLC meetings. Teachers identified for additional support to implement Dickinson's Priority strategies will receive it as needed, from the school principal, peers at collaborative meetings, professional learning communities, District Representative, KISD Representative, MSU District Intervention Specialist, District Title 1 office support and through the teacher evaluation process.

PLC topics can include, but are not limited to; the understanding of SIOP strategies, PBIS strategies, Reading Comprehension, Math

## Redesign Plan

Dickinson School

---

Fluency, Data Analysis for Academic Rigor. PLCs will be instructionally focused and teachers are required to consistently use data to drive instruction. Data, compiled in the form of a data binder, will come from MAP, weekly formative assessments, DIBELS, MEAP, and District common assessments.

### Proposed Requests

- Math Instructional Coach
- ELA Instructional coach
- Priority Strategy Professional Learning (21-36 additional hours)

### Topics are:

- Positive Behavioral Instructional Strategies
- Sheltered Instructional Observational Protocol
- Math Strategies to implement Flexible Grouping- teachers will collaboratively identify math strategies and activities for academic interventions based on Measures of Academic Progress (MAP/NWEA) data (18 teaching staff x per diem rate)
- Learning Target to identification per grade level by subject-teachers will break down District Learning Targets into underlying skills to inform teaching and learning (20 substitutes/days @100.00 per day to cover this work)

### Materials are:

- SIOP Content Area Books (approximately 25 staff)

### Funding:

- Building Level 10% set aside
- District Level 20% set aside
- Regional Assistance Grant

### Timeline:

School Year 2013-14

Focus: Reading

September - June: 2nd Monday

-SIOP Introduction to SIOP by teacher peer and District ELL Coach training- Beginning Implementation

September - June: 3rd Monday PLCs

-Continuous Instructional Learning Cycle: Introduction to analyze, plan, monitor and adjust student progress and instructor fidelity)

September - June:

-Introduction to Flexible Grouping in Reading- Beginning Implementation

September - June:

-PBIS: Planning and beginning introduction

November - April: Quarterly

-Data Dialogues: Implementing the Continuous Instructional Learning Cycle

## Redesign Plan

Dickinson School

---

May:

- Learning Target Collection and Refinement

January - June:

- After school tutoring: all grade levels 2x per week (3 hours per week) - 40 students identified as "on the bubble" based on Measures of Academic Progress (MAP/NEA)

- Strategy Implementation Guides: begin creating with the support of KISD and District Representative

School Years 2014-15:

August:

- Teacher Professional Development Opportunities for PBIS, SIOP, Math strategy training to implement flexible grouping and Continuous Instructional Learning Cycle

September - June: 3rd Monday PLC:

- Continuous Instructional Learning Cycle- Full implementation (analyze, plan, monitor and adjust student progress and instructor fidelity)

September - June: 2nd Monday

- SIOP- Full Implementation (teacher/coach -lead training)

September - June:

- Math Flexible Grouping- Full implementation

- Reading Flexible Grouping- Full implementation

- All teachers at Dickinson Academy will teach the District's math curriculum with fidelity. To address addition and subtraction fluency deficiency, Dickinson teachers will create targeted math flexible groups that will be constructed based on MAP data using overall RIT and weakest strand data. The groups will meet for at least 45 minutes, two-three times per week. This MAP assessment is given three times a year beginning in September and ending in May. The student groupings will be looked at monthly during PLCs and adjusted accordingly

- PBIS- Full Implementation

- SIOP- Beginning implementation

- Data Dialogues, Learning Walks and Continuous Instructional Learning Cycles (Quarterly)- Full implementation

- Strategy Implementation Guides- Continue creating and begin implementing the use of Guides

School Year 2015-16

August:

- Teacher Professional Development Opportunities for PBIS, SIOP, Math strategy training to implement flexible grouping and Continuous Instructional Learning Cycle, Academic Vocabulary, Thinking Maps

September - June: 2nd Monday SIOP- Full Implementation (teacher/coach -lead training)

September - June: 3rd Monday PLCs- Continuous Instructional Learning Cycle (analyze, plan, monitor and adjust student progress and instructor fidelity)

September - June:

- Thinking Maps- Beginning Implementation

- Academic Vocabulary- Beginning Implementation across content areas

- Math Flexible Grouping- Full implementation

- Reading Flexible Grouping- Full implementation
- Cross-Curricular Implementation of SIOP Strategies
- PBIS- Full Implementation
- Data Dialogues, Learning Walks and Continuous Instructional Learning Cycles (Quarterly)- Full implementation

Strategy Implementation Guides-Full Implementation including the Continuous Improvement Cycle

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A. The District recruits teachers through teacher fairs and the District website, and vacancies are posted with universities across the State. We also host many student teachers from universities within and outside of MI. and recruit those deemed most effective in increasing student achievement in core subject areas by their supervising teacher and/or the building administrators.

Teachers currently at a Priority school who do not wish to work at that school are allowed to apply for positions at another building in the district. Staff choosing not to leave will remain in place at the school and will continue to be evaluated through the district evaluation process. Moving forward, in order to join the staff of a Priority School, staff members will have to apply, minimally have an "Effective" final rating on their latest evaluation on the district evaluation tool, and interview with the building principal or leadership team for the desired position. Building principals will be able to select their new staff through the interview process, specifically considering the needs of their individual students, e.g. staff with cultural competencies, SIOP training, ESL certification.

Dickinson Academy is a school in a neighborhood of changing demographics. Increasingly, the school has more ELL students, and teachers applying to Dickinson Academy will need to have training with implementing SIOP strategies or a willingness to receive the training along with a commitment to implement the SIOP process into their instruction daily to meet the needs of the English Language Learner population.

Teachers without an "Effective" or "Highly Effective" designation on the district evaluation tool will not be considered for an interview.

5B: The sense of urgency and additional professional learning opportunities provided by working at a Priority School is an incentive for teachers who want to develop their professional capacity and make an educational difference for children. The Priority School is a collaborative learning community created by the instructional team and administrators to ultimately make improved outcomes for children. Priority Schools are provided additional resources through Title 1 funds and Regional Assistance Grant dollars for which building leaders determine the use of to meet their professional growth needs to better service children's academic achievement.

Additionally the District will provide incentives through the following supports and structures:

Provide District Curriculum Team members to consult, support and provide additional professional learning as requested by building administration and instructional staff for the implementation of a rigorous instructional program.

Provide the support of the School Reform Facilitator to work collaboratively in small groups or individually with teachers around the Instructional Learning Cycle, Reform and Redesign Plan implementation, or help eliminate District barriers to identified needs.

At Dickinson Academy the District will provide an outside consultant, Jan Baar, from JLB Consulting to provide process and procedure support to instructional and administrative staff (teachers and principals) as it pertains to the implementation of the Priority School Reform and Redesign Plans.

Provide District Wide differentiated professional development for educators.

Regular Instructional observation feedback through classroom walks through visits by the School Reform Facilitator and Executive Director.

Negotiated contractual teacher collaborative meetings.

\$100 stipend for teachers who receive an Educator Evaluation rating of Highly Effective.

For new or probationary teachers the District maintains a peer mentoring or support program and teachers who provide mentoring are provided additional financial compensation.

Teachers at this school who successfully assist their students in making positive academic gains will have the opportunity to join the District K-8/MS Professional development team to suggest, design and create professional learning for peers on District wide PD days.

Teachers will be eligible for teacher of the month recognition by District offices.

The District provides tuition reimbursement for teachers to promote their continued professional growth. The parameters are:

Tuition Reimbursement Eligible Hours

a. The maximum number of credit hours eligible for tuition reimbursement per year (September 1st-August 31st) for an employee working thirty (30) or more hours per week and are in years three, four or five of their probationary period shall be:

Semester hours - 6

Term hours - 9

State Board CEU's - 3 CEU's equal to 1 semester hour

b. Other non-probationary members shall be eligible for:

Semester hours - 3

Term hours - 6

State Board CEU's - 3 CEU's equal to 1 semester hour

c. Teachers in years one and two of probation are eligible for

Semester hours - 3

Term hours - 6



## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

### Goal 1:

All students at Dickinson School will demonstrate social and learning behaviors and decrease disruptions that interfere with instruction.

### Measurable Objective 1:

collaborate to decrease the number of office referrals by 06/12/2014 as measured by SWIS data.

### Strategy1:

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS** - The administrator and staff will implement Positive Behavioral Interventions and Supports in the school to improve the academic learning behaviors for all students. The staff will be trained to adopt and communicate common classroom and building expectations. The staff will review building and classroom expectations multiple times throughout the school year with students. The staff will analyze SWIS data to determine how best to support the academic learning behaviors for all students.

Research Cited: Dunlap, Kelly; Goodman, Steve, Ph.D.; McEvoy, Chris; and Paris, Frances, Ph.D. (2010). School-wide Positive Behavioral Interventions & Supports. Implementation Guide 2010. Michigan Department of Education.

"Positive Behavioral Interventions & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. It provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need."

## Redesign Plan

Dickinson School

Activity - Check in Check out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students involved in this program will set a goal with their teacher and earn points during the day. They will also check in with a staff member in the morning. At Check In the staff member will give the first two points of the day. One is for checking in, and one is for returning their signed point sheet. As the student goes through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know how the day progressed. There is a place for the parent to sign and then the child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.	Behavioral Support Program			09/16/2013	06/12/2014	\$2000 - General Fund	Teachers and administrator

Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will train all students in the behavioral expectations of the school. Those students who follow the expectations will may be considered for Student of the Month. Students who follow the expectations without office referrals will enjoy a monthly celebration with activities and snacks and prizes. At the end of the year all students will enjoy a final celebration of the year. Students with no conducts for the entire year will participate in another final celebration.	Behavioral Support Program			09/04/2013	06/12/2014	\$2000 - General Fund	Administrator, teachers, support staff

Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will create and post expectations throughout the building. Students will be taught the expectations throughout the building at the beginning of the year and after each extended break.	Direct Instruction			09/04/2013	06/12/2014	\$0 - No Funding Required	Building staff and administrator.

## Redesign Plan

Dickinson School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will analyze SWIS data monthly to discover behavioral trends and determine if behavioral strategies are working. If strategies are determined to be ineffective, the PLC will decide on a more effective strategy, work to determine a shared understanding of the strategy and define teacher behaviors for implementation.	Other			09/06/2013	06/20/2014	\$0 - No Funding Required	Administration, teachers, support staff.

### Narrative:

These goals, strategies and activities will apply to all students and teaching staff.

6A Multiple Data Sources -After careful analysis of MEAP, MAP, DIBLES Next, SWIS, Attendance and Suspension data, we have determined our starting point for our instructional program is implementing a consistent PBIS program, flexible grouping that addresses reading and math needs first, and instructional use of SIOP strategies for all students.

From the MEAP data analysis, we recognize a significant gap in science, math and reading achievement. However, after review of additional data it appears that overall achievement and lack of individual student growth are the bigger problems, especially overall math and reading growth. The causes for low student performance can be attributed to the lack of intentional focused core instruction across all grade levels, inconsistent attendance at early grades contributing to a lack of foundational skill development as evidenced in Measures of Academic Progress and DIBLES Next data, and inconsistent implementation of behavioral programming creating an environment where academic learning has not thrived.

#### Academic Data

##### MEAP

##### Grades 3-5 Reading MEAP

72% of students are performing in the "partially proficient" and "not-proficient" categories

##### Grades 3-5 Math MEAP

88% of students are performing at the "partially proficient" and "not-proficient" categories

##### 5th and 8th grade Science MEAP

100% of students are performing at the "partially proficient" and "not-proficient" categories

##### 4th and 7th grade Writing MEAP data

63% of students are performing at the "partially proficient" and "not-proficient" categories

#### Measures of Academic Progress (MAP):

Based on a MAP data analysis, there has been evidence of little or no student growth overtime, but there has been a steady decline.

Reading: Comparing Dickinson performance to MAP national percentiles, K-5 students scored in the 34th percentile or below

Math: All K-5 students scored below the in the 30th percentile. The goal is to have students performing on grade level at the 50th or above percentile.

Measures of Academic Progress (MAP): Dickinson compared to District

Math: Dickinson students compared to the district's percentage of students below mean RIT shows a gap of 11.11%.

Reading: Dickinson students compared to the district's percentage of students below mean RIT shows a gap of 8.91%.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next

A review of spring 2013 and fall 2013 DIBELS Next data, it is evident that K-2 students are in need of intensive or strategic support in the application of beginning reading skills. The DIBELS Next data also correlates with our students' MAP Reading performance scores.

MEAP data shows that our primary focus should be to start in Math. However, our multiple data sources indicate that Math and Reading should be our focus. For this reason, we are focusing on the following sequence for implementation.

Sequencing - Dickinson will be using the eight components of SIOP and flexible grouping strategies in the subject area of reading for the first year (SY 2013-14) of this plan with a focus on teachers using the Continuous Improvement Cycle to implement rigorous differentiated instruction. Teachers will be provided focused professional development around the Continuous Improvement Cycle and how to use data to focus classroom instruction to increase student achievement. In turn teachers will develop the skills necessary to use data to drive instruction across all academic subject areas. When teachers use data intentionally to drive instruction and provide target lessons, student achievement will increase at a greater rate.

While we are doing this for reading in the SY13-14 of the plan it is our intent to include math in SY14-15 and all subject areas in SY15-16. Because teachers will have a greater understanding of using data to drive intentional focused instruction in reading it will carry over in math, science and social studies. As mentioned in transformation requirement #4 and #7 teachers will use PLC's as the main area for learning on how to use the Continuous Improvement Cycle to focus and increase the rigor of core instruction.

The Continuous Improvement cycle is a data driven cycle that consists of setting goals, planning, acting, assessing and reflecting and adjusting. It focuses everyone's attention directly on student learning; stimulates people to learn from their successes and to diagnose and problem-solve their shortfalls. Then leads them to implement their provisional solutions and monitor how they are working. In this way, the Continuous Improvement Cycle engages teachers and other leaders at every level as true learning leaders.

In addition to implementing the strategy of flexible grouping to meet the varying needs of students, Dickinson staff will also implement the eight components of Sheltered Instruction Observation Protocol (SIOP) to address the needs of the growing English Language Learner population and Best Practice strategies for all students.. In the fall of SY 2013-14 Dickinson staff began working with the District ELL Coach for SIOP training. This training will continue through the SY 2013-14 as listed below and result in a full implementation of the eight components of SIOP by all teachers in the SY of 2014-15. This best practice instructional strategy will support the work our school is already undertaking to provide differentiated instruction for all students in all content areas and the application of the Continuous Improvement Cycle.

Behavioral/Climate Data/Attendance Data

School-Wide Information Systems (SWIS): From September 2013 to January 2014, 53 students have been suspended for 89 various events/incidences. Of the 53 students, some have had multiple suspensions. 18% of 294 students at Dickinson have had at least one suspension.

Analyses of school/neighborhood- Observations of neighborhood and school behavior has led to the determination of a high need for consistent behavioral programming for children and adults.

**Attendance:** Since the 2011-2012 school-year, Dickinson has seen an increase of students with severe chronic absences, defined as 18 days or more absent in a school year. There has been 30% or more of our students in the chronic absence category for the past three years, with the highest rates at the lowest grades. This shows a need for increased family and community education around the correlation between attendance and educational success.

These data points and the lack of academic progress of students demonstrate the need for consistent implementation of PBIS strategies.

As a means to address the academic and behavioral concerns, Dickinson Leadership has chosen to implement PBIS for behavior, and flexible grouping and SIOP to address academic needs. Beginning with the SY 2013-14, PBIS has been implemented with fidelity with the support of the District PBIS team. The Dickinson PBIS team will continue to grow the implementation, connecting with additional community resources over future years. Currently, Dickinson's implementation plans includes check in and check out procedures for identified students and monthly recognition celebrations for students and adults.

### Timelines, Resources and Staff Responsible

#### SY 13-14

**Focus:** Reading and learning to target underlying skills to inform instruction, SIOP and PBIS

**September - June:** 2nd Monday SIOP (teacher peer-lead training) Responsible parties: Teacher Leader, District Coach, Teachers, and Administration

**September - June:** 3rd Monday PLCs- Continuous Learning Cycle (analyze, plan, monitor and adjust student progress and instructor fidelity) Responsible parties: Grade Band Teacher Leaders, Teachers, Administration, and District Coaches

**September - June:** Flexible Grouping Reading, Monitored by ILT, Administration: Implemented by Teachers, District Coaches, Administration

**September - June:** PBIS Implementation: Monitored by Support Staff, Administration, ILT, Kent ISD, MDE, District TCHR Coach: Implemented by Teachers, District Coaches, School Administration, Support Staff, District Administration

**November - April:** Data Dialogues (ILCs): Monitored by School Administration, District Administration, ILT, Kent ISD, MDE: Implemented by teachers, support staff, school administration

**May:** Learning Target Collection and Refinement: Monitored by School Administration, District Administration, ILT, Kent ISD: Implemented by teachers, content coaches

**January - June:** After school tutoring, all grade levels 2x per week (3 hours per week) - 40 students

**Staff (4 hours for planning):** Monitored by School Administration, District Administration, lead teachers: Implemented by teachers, school administration

#### SY 14-15: Focus: Math, Reading, SIOP and PBIS

(Monitoring and Implementation will continue in SY14-15 and 15-16 as identified above)

**August:** Teacher PD Opportunities for PBIS, SIOP, Math strategy training, flexible grouping, comprehension, etc.

**September - June:** 3rd Monday PLCs- Continuous Learning Cycle (analyze, plan, monitor and adjust student progress and instructor fidelity)

**September - June:** Math Flexible Grouping: All teachers at Dickinson Academy will teach the district's math curriculum with fidelity. To address addition and subtraction fluency deficiency, Dickinson teachers will create targeted math flexible groups that will be constructed based on MAP data using overall RIT and weakest strand. The groups will meet for at least 45 minutes and three times per week. This MAP assessment is given three times a year beginning in September and ending in May. The student groupings will be looked at monthly during PLC and adjusted accordingly

## Redesign Plan

Dickinson School

---

January - June: Installation

September - June: PBIS Implementation

September - June: SIOP Implementation

November - April: Data Dialogues (ILCs)

September - June: Flexible Grouping Reading

September - June: 2nd Monday SIOP (teacher/coach -lead training)

SY 15-16 Focus: Math, Reading, Science, Social Studies, SIOP and PBIS

(Monitoring and Implementation will continue)

August: Teacher PD Opportunities for PBIS, SIOP, Math strategy training, flexible grouping, comprehension, academic vocabulary, thinking maps, etc.

September - June: 2nd Monday SIOP (teacher/coach -lead training)

September - June: 3rd Monday PLCs- Continuous Learning Cycle (analyze, plan, monitor and adjust student progress and instructor fidelity)

September - June: Math Flexible Grouping

September - June: Reading Flexible Grouping

September - June: Cross-Curricular Implementation of SIOP Strategies

September - June: PBIS Implementation

November - April: Data Dialogues (ILCs)

6B

Instructional Program - Dickinson's instructional program reflects the following ideas:

Using a data driven model (Continuous Improvement Cycle-Data Binders) to guide all decision making processes for flexible grouping that directly link to student achievement and to deepen staff's understanding of academic rigor.

PLC groups are aligned from grade to grade based on CCSS and teacher need.

Teaching and Learning Strategies - Teaching staff school-wide will incorporate into their teaching practice the following strategies:

- Continuous Improvement Cycle - Data Binders (Set Goals, Plan, Act, Access, Reflect and Adjust)
- Learning Targets
- Implement differentiated instruction through flexible grouping
- PLC and PD around the eight components of SIOP, academic rigor and differentiation instruction
- PBIS

Career and College Readiness Alignment - These strategies are aligned to the CCR standards which provide the foundation to improve curriculum, instruction and assessment. Through the teacher practices stated above we will create learning environments and teach lessons that are directly related to CCR standards and produce students who are better prepared for college and the work place.

School-Wide Implementation:

The expectation is that all teachers will use flexible grouping for intervention, PBIS and the eight components of SIOP as monitored by the Principal, Instructional Leadership Team, Learning Walks, Data Dialogues, District Administrators and evidenced by criteria set in Implementation Guides. Guides will be developed collaboratively to assure teacher participation and the understanding of the implementation

rigor of the instructional strategy. Guides will include the determination of the critical components of each strategy, the "Gold standard, acceptable variations, and unacceptable variations of implementation".

Research -

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students.

MacDonald, Elisa (2013). The Skillful Team Leader: A Resource for Overcoming Hurdles to Professional Learning for Student Achievement.

David Jacobson, Coherent Instructional Improvement and PLCs: Is it Possible to Do Both?, Phi Delta Kappan, Vol. 91, No. 6, March 2010, pp. 38-45.

Analysis of student work and student data. The activities of productive professional learning communities often center on student work and data. Analyzing student work together gives teachers opportunities to develop a common understanding of what good work is, what common misconceptions students have, and what instructional strategies are working. The power of focusing on data and dialogue in professional learning is evident in the success of elementary schools that consistently produce higher-than expected student achievement

Research Supports Professional Development That

- Deepens teachers' knowledge of content and how to teach it to students.
- Helps teachers understand how students learn specific content.
- Provides opportunities for active, hands-on learning.
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues.
- Is part of a school reform effort that links curriculum, assessment, and standards to professional learning.
- Is collaborative and collegial.
- Is intensive and sustained over time.

Research Review / Teacher Learning: What Matters?

Linda Darling-Hammond and Nikole Richardson

Education Leadership |February 2009 | Volume 66 | Number 5 | Pages 46-53

Research on teacher learning tells us that when "teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instructional practices" they are routinely able to make changes that impact student learning (p. 46, Darling-Hammond & Richardson, 2009). Darling-Hammond, L. & Richardson, N. (2009). Teacher learning: What matters? Educational Leadership, 66(5), 46 53.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

## Redesign Plan

Dickinson School

### Goal 1:

All students at Dickinson School will demonstrate social and learning behaviors and decrease disruptions that interfere with instruction.

### Measurable Objective 1:

collaborate to decrease the number of office referrals by 06/12/2014 as measured by SWIS data.

### Strategy1:

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS** - The administrator and staff will implement Positive Behavioral Interventions and Supports in the school to improve the academic learning behaviors for all students. The staff will be trained to adopt and communicate common classroom and building expectations. The staff will review building and classroom expectations multiple times throughout the school year with students. The staff will analyze SWIS data to determine how best to support the academic learning behaviors for all students.

Research Cited: Dunlap, Kelly; Goodman, Steve, Ph.D.; McEvoy, Chris; and Paris, Frances, Ph.D. (2010). School-wide Positive Behavioral Interventions & Supports. Implementation Guide 2010. Michigan Department of Education.

"Positive Behavioral Interventions & Supports has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. It provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need."

Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will train all students in the behavioral expectations of the school. Those students who follow the expectations will may be considered for Student of the Month. Students who follow the expectations without office referrals will enjoy a monthly celebration with activities and snacks and prizes. At the end of the year all students will enjoy a final celebration of the year. Students with no conducts for the entire year will participate in another final celebration.	Behavioral Support Program			09/04/2013	06/12/2014	\$2000 - General Fund	Administrator, teachers, support staff

Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and staff will create and post expectations throughout the building. Students will be taught the expectations throughout the building at the beginning of the year and after each extended break.	Direct Instruction			09/04/2013	06/12/2014	\$0 - No Funding Required	Building staff and administrator.



## Redesign Plan

Dickinson School

Activity - Check in Check out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students involved in this program will set a goal with their teacher and earn points during the day. They will also check in with a staff member in the morning. At Check In the staff member will give the first two points of the day. One is for checking in, and one is for returning their signed point sheet. As the student goes through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know how the day progressed. There is a place for the parent to sign and then the child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.	Behavioral Support Program			09/16/2013	06/12/2014	\$2000 - General Fund	Teachers and administrator

### Narrative:

At Dickinson Academy students' individual data will be reviewed regularly to promote continuous growth and student achievement using the Data Binders.

The Data Binder is an efficient way to keep track of students learning targets during the course of your instruction, guides re-teaching, and interventions. These binders contain pre/post test data from the very beginning of the school year throughout the year. The data binder serves as a means to gauge student progress. They are especially useful for monitoring the progress of struggling students and accelerated students. Teachers use data binders K-8, it contains data for individuals students, various learning targets, assessments and interventions. The information from the data binder is used during data review (instructional learning cycle) is used during plc's and helps guide flexible groups K-8th.

All staff meetings are held after school.

All the professional development at Dickinson is truly job embedded; the professional development is relevant (is directly related to our work in increasing student learning), timely (information is being delivered in time to make changes to improve teaching and learning) and actionable (new learning can be used right away).

#### 1st Monday Staff Meeting

The first Monday of each month, we will host a mandated meeting to provide information, share ideas, model, review data and plan collectively as a building. During this time, we report attendance overall and discuss PBIS information, behavior strategies and interventions to increase climate and culture and student success.

#### 2nd Monday SIOP (beginning October 13) (6 flex hours)

SIOP PD is provided by a building teacher. The SIOP overview is being implemented to provide teachers with strategies to improve academic content skills and language skills for all students. Teachers are expected to implement the strategies into instruction. The district will provide formal SIOP PD for teachers beginning early 2014.

#### 3rd Monday PLC's Meeting (align with the sip and reviewing data for flexible groupings)

The third Monday of each month the staff will actively participate in PLC's to review and reflect on teaching practices, students achievement, review student work and interventions, modify flexible groups using differentiated instruction techniques and implementation of instructional

moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.

Data Collection is continuous and monitored frequently. Data collection varies based on grade level and cycle of instruction.

Grades: K-2 Dibels, MEAP, MAP, Teacher Assessments, Reading Street Assessments, District writing prompts and others.

Grades: 3-8 MEAP, MAP, Teacher assessments, Curriculum (Unit assessments), writing prompts, cloze and critical assessments and others.

PBIS (SWIS) data will also be reviewed bi-weekly as a team, which allows us to monitor/compare academics, behavior and attendance. This information is shared on first Monday and revisited on an individual basis for success team meeting, IEP needs or behavior/success plans.

All data being collected to reflect or provide change to instructional practices will be kept in the Data Binder.

The Data Binder will be used to track data for all students. It provides data from multiple sources allows teachers to plan for differentiation and helps them to identify students and their needs for flexible groups. The Data Binder is updated continuously and monitored regularly based on the interventions and assessments given in each grade level, varies with teacher and scheduled data reviews. A data binder is an efficient way to monitor the progress of each students achievement during the course of your instruction, guides re-teaching, and interventions. These binders contain pre/post test data from the very beginning of the school year throughout the year. The data binder serves as a means to gauge student progress. They are especially useful for monitoring the progress of struggling students and accelerated students. Teachers use data binders k-8, it contains data for individuals students, various learning targets, assessments and interventions. The information from the data binder is used during data review is used during plc's and helps guide flexible groups K-8th. This information during PLC's and teacher planning time to help create flexible groups.

### Flexible Groups (Differentiation)

Flexible grouping at Dickinson will be implemented: combination of whole group, small group, and independent work. Learners' readiness, interests, and learning profiles serve as the basis for groupings. Student groups remain flexible because they are responsive to changes in students' readiness, interests, and learning profile.

Teachers plan periods of instruction that allow students to work with a variety of peers or in other classes over a period of days. Students are grouped to work with like-readiness peers, mixed-readiness groups, students who have similar interests, students who have different interests, peers who learn as they do, sometimes randomly, and with the class as a whole. In addition, teachers can assign students to work groups, and sometimes students will select their own work groups. Flexible grouping allows students to see themselves in a variety of contexts and aids the teacher in providing necessary interventions for students in different settings and with different kinds of work.

Teachers analyze data in order to plan, review and revise during staff meetings, plc's and during their 180 minute planning time.

Teachers modify flexible groups on a 4-6 week cycle based on using data to plan, delivering the instruction and providing assessment to reflect on instructional practices. Flexible groups are being implemented up to three times a week, in ELA, in all grade levels.

Data Reviews will be held 4 times this year. The data review process is a process to evaluate the schools areas of strengths and areas of improvement. The ILT team members gather and analyze key data that is used to develop and implement the Big Ideas and SIP practices .The staff will analyze data from formative and summative assessments as well as common district assessments to determine the academic needs of all students in order to differentiate their instruction. The teachers will provide feedback to students on academic areas which need improvement and develop interventions of student groups that will support their needs. Staff will participate in the data review process to review, reflect, and their classroom and identify which activities they are implementing to support continued student achievement.

Learning Walks Observations will be held monthly. District learning walks will be held four times a year, following data review cycle.



## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A: Increasing time on task is a well-researched strategy for increasing student achievement. To that end, we have established two strategies district wide: increasing learning time in the core subjects and increasing attendance so that students will have the opportunity to learn.

The District's plan for increasing time for core academic subjects in our K-5 and K-8 buildings is to redesign the current use of the existing daily schedule beginning in 2013-14, by implementing the following:

Kindergarten-2nd Grade

145 minutes ELA

90 minutes Math

30-40 minutes of Science/Social Studies (4 times a weekly)

3rd-8th Grade

120 minutes ELA

90 minutes Math

50-60 minutes Science/Social Studies (4 times a week)

This redesign represents a change over the 2012-13 school year by:

25 minute increase daily in ELA for grades K-2

30 minute increase daily in Math for grades K-8

Also, to address the lack of consistent science and social studies instruction, these contents are taught on a rotating basis. Each content unit is taught for a 4-6 week A/B schedule using curriculum designed for the purpose of being used in a rotational pattern.

The District's theory of action is through purposeful planning and implementation using Common Core standards the delivery of highly rigorous and supportive curriculum will increase the success of teachers and students. The A/B schedule also decreases transition time between subject areas, allowing for 3-5 minutes a day increase in social studies and science. Additionally, by clearly articulating the time structure for science and social studies delivery, the district is setting the conditions to successfully implement and monitor its use.

As a District in previous years, we need student attendance was important. We focused on truancy that only accounts for unexcused absences. This past summer, we revised our belief systems around the topic. We now focus on excused and unexcused absences. In partnering with the Director of Attendance Works, Hedy Chang, we began to focus on Chronic Absenteeism. This is defined as missing 10% or more of school days due to excused or unexcused absences.

Last year Dickinson Academy had 12.1% (41 students) of their student's severely absent. In order to reduce this number, the following things have taken place:

We have the following data reports that buildings receive:

Weekly Chronic Absenteeism report that shows the Satisfactory, At Risk, Moderate, and Severe Chronic percentages.

Weekly Chronic Absenteeism report that shows students names by building at the percentage and number of absences they have in relationship to the 4 absenteeism categories. We launched a monthly attendance challenge that is connected to PBIS. The challenge is connected to "Satisfactory" attendance.

As we review the data so far this year, Dickinson Academy has reduced their severe absenteeism rates from 12.1% to 6.6% (19 students; comprised of four families, various age groups and grade levels).

We also have successfully launched Parent University. Parent University is a community collaborative to help parents become full partners in their child's education. It offers modules, activities, workshops, classes, conferences, mentoring and coaching to equip parents for success. One of the goals of Parent University is to reduce chronic absenteeism by 10%. In addition our Parent Teacher Community Council (PTCC) meetings are connected to reducing chronic absenteeism.

We also were able to produce neighborhood maps that show the number of students by block that were either "At Risk, Moderate, and Severely Chronic last year. This information is used with our community partners in engaging specific neighborhoods about the importance of attending school every day.

8B: The after-school enrichment programs at Dickinson support students in both academics, promoting social skills and provides emotional support.

Reading and Math

\*Grand Valley State University provides an After School Tutoring program for identified students in grades 1st-8th, one day per week. The GVSU tutors are providing interventions for students in identifies areas to increase overall student achievement.

Social Skills and Emotional

Girls on the run is a group of young ladies, grades 5-8 that meet after-school and train physically with teachers to run long distances, breathe properly, eat healthy and builds self esteem and determination to meet goals.

Boy Scouts of America will meet once a week for grades K-8, beginning in January 2014. Boys Scouts goal is prepare the male youth to make good ethical and moral decisions through citizenship training, character development and personal fitness.

Girl Scouts of America will meet once a week for grades K-8, beginning January 2014. Girls Scouts goal is to prepare tomorrow's leaders by sharing new experiences, building character and self-esteem and serving their communities.

Junior Achievement will meet with grades K-8, beginning in January 2014. The frequency had not yet been determined. JA will deliver a curriculum that focuses on entrepreneurship and financial literacy skills. Students develop skills to address societal and economic concerns and develop the tools to be financially savvy.

Middle School District Athletics grades 6-8, sports vary by season.

Enrichment activities offered within the school day outside of core instruction include:

Experienced Corp volunteer (Gerontology Network) is an older adult tutoring program for grade k-3, in reading for 30 minutes for four times a week. The growth is monitored by teachers and the network itself.

Academic/Attendance Achievements:

PBIS/Attendance/Student of the month celebrations: Each month the administrator and the PBIS team will celebrate identified students for PBIS (no suspensions/referrals), Perfect attendance and students selected for Student's of the Month. We will provide for all students and implement, model and practice the PBIS behavioral expectations with all students, communicate with parents and other stake holders. The students who meet or exceed the expectations may be considered for the celebration. Celebration themes may vary and include: skating party, ice cream social, movie and popcorn, extra recess, etc.

School and Community connections:

Seeds of Promise is a neighborhood organization that works closely with Dickinson. Their mission is to empower residents to collaborate with the community stakeholders and transform their neighborhood, and the school works closely with their education committee.

Literacy Center The Literacy Center provides English classes twice a week for ESL parents from 5:00-8:00 after-school.

Feeding America (USA) is offered at our school and for our immediate neighborhood. Feeding America provides food truck for our families with a variety of food choices at no cost, once a month to help decrease hunger and promote healthy and nutritional foods in our community

Experienced Corp volunteer (Gerontology Network) is an older adult tutoring program for grade K-3, in reading for 30 minutes for four times a week. The growth is monitored by teachers and the network itself.

Kids Food Basket is an organization that provides a meal to all students daily to decrease childhood hunger.

Junior Achievement will meet with grades k-8, beginning in January 2014. The frequency had not yet been determined. JA will deliver a curriculum that focuses on entrepreneurship and financial literacy skills. Students develop skills to address societal and economic concerns and develop the tools to be financially savvy.

PBIS/Attendance/Student of the month celebrations: Each month the administrator and the PBIS team will celebrate identified students for PBIS (no suspensions/referrals), Perfect attendance and students selected for students of the month. We will provide for all students and implement, model and practice the PBIS behavioral expectations with all students, communicate with parent and other stake holders. The students who meet or exceed the expectations may be considered for the celebration. The celebration will could look different each month. Examples may include: skating party, ice cream social, movie and popcorn, extra recess, etc.

8C: Through the District Transformation plan and teacher contract GRPS provides teachers the opportunity for 36 hours of professional learning over the course of the school year. The 6 days designated for professional learning are targeted to both District level, divisional and school level initiatives. 30 hours are offered on a District wide basis with teachers selecting through the Organizational Learning Office/GRPS University website on District wide days dedicated to professional learning. The last 6 hours are flex hours for buildings to determine professional learning needs as determined by their building data. Each division (elementary, MS/K-8, HS) designs, based on District and divisional needs, professional learning for teachers of that division. Needs at this level include an examination of district wide student data

and perception data such as Tripod and staff input. Various presenters and topics are made available on each of these days and teachers register for the professional development sessions that best meet their need based on their placement or division. Additionally, each individual school provides collaborative time for teachers to work together for a minimum of 180 minutes each month. All professional development is based on Best Practices for improving effective teaching and learning. Instructional staff and leaders are held accountable for the implementation of all professional learning through the Administrator and/or Teacher evaluation system. Any additional professional development above and beyond the current contractual time, the District will negotiate on behalf of the school staff with the Grand Rapids Education Association.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

9A. Parent and Family Involvement are critical to the success of children and families at Dickinson Academy. Dickinson Parents are the Host Neighbors of one of our community partners, Seeds of Promise, and are actively involved and meet regularly.

Dickinson has parent volunteers during breakfast, lunch, recess, and assisting in classrooms.

We provide ample opportunities for our parents to be involved in their child's education process.

We invite parents to participate in the following: parent/teacher conferences, curriculum nights, Learning Walks, monthly Title One meetings, school orientations, open house, PBIS/students of the month celebrations, attendance celebrations, and student success meetings with KSSN, Instructional Leadership Team meetings, GRPS Parent University opportunities, Measures of Academic Progress/Data Nights, Parent Teacher Coordinating Council meetings, KSSN events, Literacy Center Classes, Seeds of Promise (education compact) meetings, and other informative engagements.

PTCC (Parent Teacher Community Council) are formed in our schools. The PTCC works to support Dickinson's academic success of all students through increased parental involvement/engagement. A parent leader acts as Ambassador and helps in organizing meetings, listens/provides feedback and keeps the parents and community informed of opportunities and relevant information.

The Parent University further supports the PTCC and building and district level initiatives to increase attendance and students achievement.

The Parent University is a newly implemented program, which focuses on parent engagement tools to support attendance and helps to promote a college bound attitude at home.

Classes and opportunities are offered throughout the year focusing on varied topics to support students, parents and achievement.

Dickinson Academy is monitoring attendance and the District Initiative is to increase attendance overall and decrease severe absenteeism by at least 10% this school year.

KSSN (Kent School Services Network) provides health and human services into the school building to serve students and families. KSSN has partnerships with other local agencies. KSSN works with the school to remove barriers for families by providing supports, so students can attend school. KSSN works in conjunction with the school to increase student achievement, lower student absences, improve coordination of services to remove barriers and provide services to families as needed to increase overall student achievement. All of us work together in helping develop and sustain full partners in educating our students.

9B. Seeds of Promise is an organization with a mission to empower residents to collaborate with community stakeholders to transform their neighborhood and to provide sustainability. Seeds of Promise is funded via a grant from the Kellogg Foundation and other nonprofit

organizations. The Seeds (Education) facilitator works closely with Dickinson Academy, the community, and multiple stakeholders regularly to identify areas of common ground and support for Dickinson families (students).

Seeds of Promise has recruited host neighbors and volunteer programs that support Dickinson Academy by recruiting families to join the neighborhood school and support the work of the school. Additionally, the host neighbors volunteer in the school to support and assist in the implementation of Positive Behavior Intervention System (PBIS). Host Neighbors monitor students walking to and from school, the playground and hallways. As the relationship between Dickinson and Seeds of Promise grows we will increase the number of volunteers and connect them to the classroom to provide reading buddies and math fact tutors. Additionally, as the relationship between Seeds and Dickinson grows, so does the positive relationships between adults that are willing to take part in strengthening their community and students of our school. The Dickinson Academy's Reform and Redesign plan will be supported through the partnership with Seeds of Promise.

In addition, Seeds of Promise develops programs, activities, and classes that will assist neighborhood residents in educational opportunities; conducts evening and weekend after school programs; strengthen and encourages family support systems and educational attainment. Seeds of Promise also provides an Impact Team for the following areas: Host Neighbor leadership, job and wealth creation, housing, and health and wellness. Seeds of Promise will bring extended after school supports for families, community members and students. These include: tutoring for all ages, adult exercise, reading and basic computer classes, sports, dancing and community gardening. Seeds of promise support the Dickinson's Big Ideas by helping families to improve their understanding of the positive impact of education and how to be a part of that educational process.

We are pleased to have the following academic partners that support our students/families through tutoring and/or providing one-to-one academic support:

Grand Valley State University (College of Education tutors)

The Literacy Center (English classes for ESL parents)

Boys Scout of America

Girl's Scout of America

Mind Boggle (Programs that helps students discover the connection with math, science and engineering using hands on activities)

The Genealogy Network (Older adult tutoring program for K-3, in reading for 30 minutes four times a week- during school. This supports the education of students who need one-on-one attention to address foundational literacy skills.)

In addition to these community partnerships, as a school and district we are strengthening parent and community involvement through the following.

1. Parent Teacher Coordinating Council (PTCC): is an advisory council where the focus is parent engagement at each school that ensures action and accountability for the district's five-year strategic plan and community based priorities. (An opportunity for parents to collaborate with school staff on current celebrations of success and problem solve any concerns. Culture and climate will improve as well as strengthening the bond between school, community, and home to make a positive impact on student learning.)

2. Parent University is a community collaboration between GRPS and Believe to Become (community partner), to help parents become full partners in their child's education. It offers modules, activities, workshops, classes, conferences, mentoring and coaching to equip parents for success. Parent University is providing opportunities for parents to enrich themselves in a multitude of ways such as effective parenting, personal growth and development, navigating the educational system, health and wellness. The Parent University supports Dickinson's big ideas by helping to improve the culture of the community inside as well as outside of the school.



3. The Attendance Challenge: A District and Believe to Become sponsored strategy Dickinson Academy is using to support our Priority School Plan. Student attendance or lack of attendance has had an on-going impact on students' lack of academic growth over time and the strategies we are implementing to address attendance create support for the Reform and Redesign plan. By systematically connecting with parents and families, through the PTCC and our Family Support Specialist we are encouraging school attendance and educating families how to reduce future barriers for their children.

Additionally, we are pleased to have the following culture/climate partners that support our students/families:

Kids Food Basket (provides a meal daily for students to take home to decrease childhood hunger)

Kent Social Service Network (KSSN) (Provides counseling/social services for students and families)

Mobile Food Truck (providing food for anyone in the community who is need of nutritional assistance sponsored by Feeding America and Seeds of Promise)

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

**Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

### Staffing

Dickinson Academy building administrator will have the opportunity to meet with any candidates interested in joining our staff prior to placement.

### Calendar

Dickinson Academy develops their calendar of school events which fit into the District's school calendar. Dickinson Academy is responsible for scheduling, but are not limited to: parent teacher conferences, parent/community academic nights and Title I events.

### Time

Dickinson Academy will determine how they will utilize the following requirements involving professional development and increased learning time:

To ensure increased learning time, instructional time will be monitored closely to ensure that time is being used in a way to maximize student learning. The following will be monitored:

- Monitoring classroom procedures for bathroom breaks
- Monitoring times that teacher's pick-up/drop-off students from breakfast, lunch, recess and specialty classes (art, music, physical education, etc.)
- Classroom transitional times

If there is a need to revisit and revise our current practices in these or other areas, we will do so as a staff to ensure that maximum time is given toward instruction.

- Dismissal time

Classes and active learning occurs all the way through the end of the school day.

### Budget

The building leadership team, Stephanie Davis-Johnson Head administrator, Amy Larsen 1st/2nd grade ILT, Jennifer Jones 5th grade ILT, Sarah Trull 6th grade ILT, Pamela Seales 7th/8th grade ILT, community stakeholders parents Mrs. King, Mrs. Pitts, Mr. Libbett and community members Seeds of Promise, Mr. Ron Jimerson will have input into the use of Title 1 Set Aside monies to meet the needs of students based on the evaluation and developed Reformed Redesigned Plan.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Dickinson Academy will be supported in the following ways:

### District Representative

- o The District School Reform Facilitator will participate in Data Dialogues and Learning Walks (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis.
- o Descriptive data collection on classroom instructional practices as evidenced by classroom observations and Learning Walks.
- o District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

### MSU Intervention Specialist

- o The MSU Intervention Specialist will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

### KISD School Improvement Facilitator

- o The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

- ELA Coach

- Mathematics Coach

- Data Support Specialist- part time to support collection, data analysis, planning, reporting, creating next steps and creating differentiation plans.

Dickinson Academy building leaders and GRPS District representative will participate in MDE, KISD and other professional learning target to the needs of Priority Schools.